DOCUMENT RESUME

ED 196 131 EA 013 156

AUTHOR	Adkison, Judith A., Ed.; Warren, Andrea, Ed.
TITLE	The Administrative Internship.
INSTITUTION	Kansas Univ., Lawrence.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE	80
NOTE	65p.; Women's Educational Equity Act Program. Some pages may not reproduce clearly due to colored paper of original document.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Equal Education; *Females; Higher Education; *Internship Programs; *Management Development; *School Administration; *Sex Fairness
IDENTIFIERS	*Kansas

ABSTRACT

This monograph was developed as part of the project known as Internships, Certification, Equity-Leadership, and Support (ICES). The Kansas project successfully field-tested a model for mobilizing statewide resources to prepare women for administrative careers and to place them in appropriate positions. The crucial component of the training program was a year-long internship in school administration for the 13 ICES participants. The first section deals with institutional perspectives. In it are the results of a survey identifying states that mandate an internship-like experience as part of their administrator certification requirements; a survey of administrator training programs in Kansas state institutions; and a description of the Wichita (Kansas) internship program. The second section describes the ICES internships and how the program is implemented. An intern describes her experiences, problems, and the changes brought about in her personal and professional life. The third section, concerned with evaluation, contains a paper on criteria for evaluating administrative internships and another that applies the literature on the socialization in organizations to the experiences of interns. (Author/MLF)

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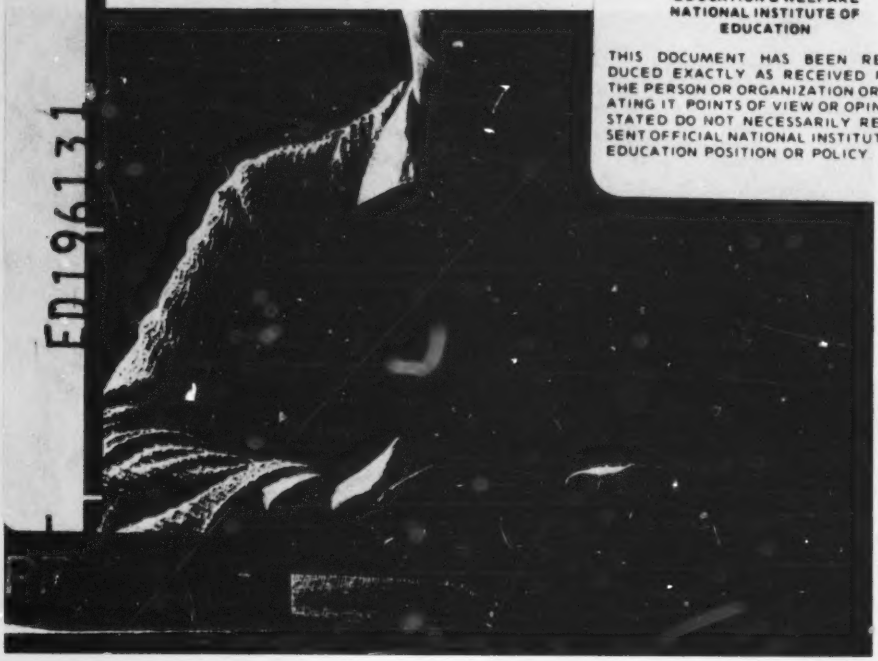

The Administrative Internship

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ICES

The Administrative Internship

edited by

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The University of Kansas

Women's Educational Equity Act Program
Department of Health, Education and Welfare
Patricia Roberts Harris, Secretary

The University of Kansas Lawrence, Kansas 1980

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NOV 3 1980

The activity which is the subject of this report was produced under a grant from the United States Department of Health, Education and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. However, the opinions expressed herein do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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Introduction

This monograph was developed as part of ICES, a Project of Internships, Certification, Equity-Leadership and Support, funded by the Women's Educational Equity Act Program from 1977 to 1979. The project successfully field tested a model for mobilizing statewide resources to prepare women for administrative careers and to place them in appropriate positions. The crucial component of the training program was the year-long internship in school administration. Without exception, the ICES participants considered the internship to be an invaluable part of their training. In the following articles, individuals associated with the project discuss issues they found important as they implemented and evaluated the internships.

Most training programs in educational administration recognize the importance of exposing students to the routines and problems administrators confront. To this end many courses use simulations such as in-basket exercises and role playing to help students develop tactics to deal with the situations they may confront as administrators. Students also may receive credit for activities with titles such as "field experience," "practicum," and "internship."

Discussions of field experiences tend to blur distinctions among the field experience, the practicum, and the internship. In his examination of the internship, Davies (1962) attempted to establish clear definitions. He explained that field-related experiences fall on a continuum from the introductory and simple to the advanced and complex. Apprenticeships and field trips for the purpose of observing are the most simple. Next come activities such as special field projects and participation in surveys when the student is under the supervision of a faculty member. The internship is the most advanced and complex.

Davies argued that a "bona fide internship" in educational administration must be an integral part of the student's professional training, coming after or near the completion of the formal program. It must involve at least a semester of full-time experience or the equivalent. The intern must carry "real and continuous" responsibilities under the supervision of both a practicing administrator and a faculty member from the professional school. He contrasted internships with apprenticeships, which typically are provided by a candidate's own school system without supervision from university faculty and are designed to help the apprentice explore the possibilities of an administrative career.

The ICES internships, described in the second section of this monograph, meet the majority of Davies' conditions. They were designed for women with demonstrated leadership ability and a commitment to a career in school administration. Interns worked closely with university faculty and practicing administrators throughout the experience. The most important part of the internships was that they provided opportunities for women to demonstrate their abilities and to carry out administrative responsibilities successfully.

A well-designed, adequately funded internship program can further many aims. Internship programs have been designed to encourage change, to improve instruction, and to increase the numbers of underrepresented groups in administrative positions. During the 1960s the National Association of Secondary School Principals, supported by the Ford Foundation, operated an extensive internship project designed to promote change in participating schools. Fifty-five interns in the pilot study and 443 interns in the six-year-long program were placed with innovative principals in junior and senior high schools. The NASSP program involved 343 schools and 63 colleges and universities (NASSP, 1970). The cooperating principals and university supervisors reported that the interns had a major impact on their schools.

Programs such as ICES, the San Diego Carnegie Minority and Women Administrators Training Project (Merino, 1978), and the Cedar Rapids, Iowa, internship program (Mariampolski, 1979) were established to increase the number of women in administration. The Carnegie Corporation Crystal City Project in Texas was developed to increase the representation of minority groups in school administration (Merino, 1978).

Internships have proved so attractive that, since the early 1950s, the professional literature has predicted a glowing future for the internship in educational administration. Advocates have recommended that the internship be required of all doctoral candidates in educational administration and of all recipients of administrative certification and that accrediting bodies require that internships be available in all accredited administrator training programs (Olson, 1970).

Despite the potential of the administrative internships, studies consistently show that the number of educational administration students in them is relatively small. For example, in the 1962-1963 school year cited above, only 62 of the 117 institutions offering internships had students enrolled in them. A 1967-1968 survey found that four of fifty-three University Council for Educational Administration affiliated departments had discontinued their internships, in part because of lack of student interest. In half of the forty-five UCEA affiliated departments with internships, five or fewer individuals were enrolled (Olson, 1970).

The contributors to this monograph found a similar disparity between the strong university and state interest in providing or requiring internships and student disinclination to enroll in them. Bailey and Warren's

national survey found that half of the states in this country will soon require a field experience of some kind before granting an administrative certificate, and other states are considering such a move. Kimball found that four of the six institutions which train administrators in the state of Kansas required an internship experience for the masters, education specialist, and doctoral degrees. Faculty in the other two universities strongly recommend that their advisees participate in an internship. However, a minority of their students are able to undertake an internship in which they devote full-time attention to their tasks and bear significant responsibilities in the schools. Instead, part-time students must meet the requirement with summer and after-school internships. Consequently, the content of the experience depends on what a student can arrange with a school district and a university faculty member. In such a context, attempts to define clearly different kinds of activities for the internship, practicum, and field experience have low priority. The student who selects any of these options is assured only some opportunity to interact with practicing administrators, observe events in schools from a perspective other than that of student or teacher, and discuss those experiences with a university faculty member.

Without clear definition or direction, participants in any type of field experience should find the evaluation questions Lincoln raises particularly useful. Interns and their university and district-based supervisors can apply Lincoln's typology and accompanying evaluation questions to a variety of field experiences to ensure that the participant gains the most benefit possible from the field contact. In addition, all field experiences provide the aspiring administrator opportunities to determine the values, attitudes, interests, and knowledge appropriate to their intended positions and social systems. The Thomas article may lead interns and their supervisors to consider more closely the socialization effects of their actions and interactions.

Contributors discussing internships from the institutional perspective consider such field experiences invaluable. As Stucky and Spaght explain, the schools and school systems gain much from participation. In addition, universities benefit from the opportunities provided by the internship to discuss administrative training with practicing administrators. The Kansas experience shows that internships are an essential component of the ICES model. All contributors view the internship enthusiastically. It is hoped that the material presented here will help others who are implementing or considering administrative internships.

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ICES

Institutional Perspectives

Emerging Trends in Administrative Certification: Results of a National Survey

Jerry D. Bailey and Andrea Warren

In the fall of 1979, a national survey was conducted to determine which state agencies mandate an internship-like experience as a part of their administrator certification requirements. We requested information to determine which states are, or soon will be, expecting their applicants to have completed a structured administrative work experience. Among those state agencies with the requirement, some called the experience an "internship," some a "practicum," some a "field experience." For the purposes of this report, we shall call all of these requirements "internships."

Certification officials in all fifty states and the District of Columbia were identified with the assistance of the Kansas State Department of Education. All of these officials were contacted by letter, informing them of the study and asking for their participation; subsequently, each was interviewed by telephone. All fifty-one agencies provided information. Table 1 summarizes their responses.

The requirement of an internship for administrative certification seems to be slowly gaining popularity in the United States. Currently, eighteen states have the requirement and twenty (including the District of Columbia) do not. However, five other states soon will have the requirement; three others are considering the internship and five others have an optional requirement.

No geographical inferences can be drawn from the data. As shown in the listing, some states mandate the internship while their "neighbors" do not. Though trends are not apparent in this survey, it is interesting to note what is happening in some of the states requiring an internship. Highlights follow.

California has no internship requirement, but most state officials favor one and are considering it. Because of Proposition 13, there are no funds to offset the increased costs to school districts and colleges for the necessary supervision. If internships were to be required, the legislature would have to allocate additional funds, and certification officials believe chances for this are slim.

In Louisiana, an ad-hoc study committee is considering adding an internship requirement and increasing the hours required for administrative certification. Illinois is studying an internship requirement, but officials do not know when the change would take effect if approved. Funds for internships will be a problem, as many schools throughout the state are in financial difficulty.

Five states—Colorado, Delaware, Georgia, Idaho, and Wyoming—have optional requirements. In these states, the individual districts and the colleges that serve them decide whether their administrators and students shall have an internship.

Alabama, Kansas, New Jersey, Oregon, and South Carolina have approved the requirement of an internship, effective in 1980. Alabama will require a ten-week internship; Kansas will require the completion of a three-semester-hour practicum during the first year as an administrator; New Jersey's state colleges will individually set a requirement that must be completed before candidates are recommended for certification; Oregon will require that candidates for masters degrees in administration from Oregon institutions complete an internship that consists of a nine-week period of supervised administrative experience under the auspices of an Oregon university and a school district. South Carolina's plan is not yet formulated, but an internship is part of the 1980 requirements for certification.

Universities have the major role in specifying the content of internships. In Alaska, Nebraska, Tennessee, Texas, and Wisconsin, universities are required to structure the experience. In New York and West Virginia, universities and the school districts jointly determine the requirements. Hawaii, Maryland, North Carolina, and Washington specify only that administrators have completed an internship.

Internship requirements in Arizona, Connecticut, Kentucky, Massachusetts, Minnesota, New Hampshire, and Ohio range from a 25 hour in-service program in New Hampshire to a "pre-practicum" combining 24 semester hours of coursework with 300 clock hours of successful on-the-job training during the individual's first two years as an administrator in Massachusetts.

Among the states requiring no internships, Michigan is unique. The state specifies only that the superintendent must have a teaching certificate. School districts set their own standards.

While fewer states than not require an internship (eighteen versus twenty), the numbers are changing. Five states soon will add the requirement, three are considering it and five more list it as an option. As its

benefits become more publicized, the administrative internship will become even more widely recognized.

The internship, when structured soundly, has proven to be a valuable training activity for administrators. In a time when public education is being criticized from many directions, we believe that it is the responsibility of educational leaders to provide the best preparation programs for the next generation of administrators. The internship has the potential to help us meet the challenges of the '80s.

Table 1
Internship Requirements by State

States & Agencies	Internship Required	Internship Optional	Internship Soon Required	No Internship Requirements
1. Alabama			•	
2. Alaska	•			
3. Arizona	•			
4. Arkansas				•
5. California				•
6. Colorado		•		
7. Connecticut	•			
8. Delaware		•		
9. Dis/Columbia				•
10. Florida				•
11. Georgia		•		
12. Hawaii	•			
13. Idaho		•		
14. Illinois				•
15. Indiana				•
16. Iowa				•
17. Kansas			•	
18. Kentucky	•			
19. Louisiana				•
20. Maine				•
21. Maryland	•			
22. Massachusetts	•			
23. Michigan				•
24. Minnesota	•			
25. Mississippi				•
26. Missouri				•
27. Montana				•
28. Nebraska	•			
29. Nevada				•
30. New Hampshire	•			
31. New Jersey			•	
32. New Mexico				•
33. New York	•			
34. North Carolina	•			
35. North Dakota				•

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States & Agencies	Internship Required	Internship Optional	Internship Soon Required	No Internship Requirements
36. Ohio	•			
37. Oklahoma				•
38. Oregon			•	
39. Pennsylvania				•
40. Rhode Islar[1]				•
41. South Carolina			•	
42. South Dakota				•
43. Tennessee	•			
44. Texas	•			
45. Utah				•
46. Vermont				•
47. Virginia				•
48. Washington	•			
49. West Virginia	•			
50. Wisconsin	•			
51. Wyoming		•		

University-Based Internship Programs

Deborah L. Kimball

While teacher preparation programs stress the importance of "on-the-job training" by requiring student teaching, administrator training programs do not necessarily require similar experiences of prospective administrators. Frequently, administrative internships are available, but students do not select them. A 1963 study found that 117 of 289 universities surveyed offered internships, but students were enrolled in them at only 62 institutions (Olson, 1970). However, the idea of the internship remains attractive to many individuals concerned with improving the practice of school administration.

A recent change in the certification requirements for the state of Kansas reflects a concern that administrators need more than the traditional graduate coursework if they are to meet the challenges of the 1980s effectively. After July 1, 1980, all applicants for a one-year certificate must complete a three-semester-hour administrator practicum during the first year of administration in a Kansas accredited school. A state university must arrange and supervise the practicum.

Since interest in field-based training is strong in Kansas, this study was developed to examine how that interest is reflected in current training programs. All state institutions offering educational administration programs were surveyed. These five universities were Emporia State University, Kansas State University, the University of Kansas, Pittsburg State University, Hays State University, and Wichita State University. This group includes large universities which grant doctoral degrees, have state-wide missions and serve state, national, and international clienteles as well as smaller institutions which grant no doctoral degrees and concentrate on providing service to a regional clientele.

In the summer of 1979, the department chairperson or faculty member in charge of internships at each institution was interviewed by telephone. Each responded to the questions listed in Figure 1.

Figure 1
List of Questions for Telephone Interviews

1. Do you have a course specifically for administrative internships?
2. How many years have you offered the practicum?
3. What are the course description and requirements?
4. Is credit received for participation? How much?
5. How long may the field experience continue?
6. Of the graduate students in educational administration, how many are **required** to take it for the degree? Is it strongly recommended?
7. Is the participation rate increasing, decreasing or remaining constant?
8. How are the interns chosen?
9. How are the cooperating local agencies/settings chosen?
10. How are the cooperating administrators chosen?
11. Is an evaluation of the intern's performance required at the completion of the program?
12. If so, what criteria are used? Who is responsible for it?
13. What percentage of your faculty participates and how?
14. How do you define the following terms: practicum, field experience, internship? Do you see any distinctions among these?
15. Do you feel this activity is valuable?
16. What are the strengths? What are the weaknesses?
17. Have you employed any recent innovations in this program? What were the results?
18. Will the new Kansas State Certification requirement affect your program? If so, what changes do you foresee for the future?

The questions were designed to gather information about changes in institutional offerings and student interest; definitions of the requirements for the internship, field experience, and practicum; and problems in implementing field-based activities.

Although the literature offers varied definitions for "field experiences," "internships" and "practicums," those responsible for offering them in Kansas agree on definitions. Four chairpersons considered the terms "field experience" and "internship" to be interchangeable. They require formal, full-time intense administrative experience covering all areas of a school administrator's responsibilities. Four respondents considered the "practicum" to be more rudimentary, helping a student of administration concentrate on an area needing improvement. One compared the practicum to a laboratory setting in which a student learns basic principles. Thus the most widely held definition appears inconsistent with the practicum as defined in the state's certification requirements. As the new requirements take effect, the institutions may change their definitions. For example, at least one now offers a "prac-

ticum'' course to practicing administrators who clearly are beyond the introductory stage assumed by the accepted definition.

In contrast with the national sample, the majority of Kansas programs required an internship. Four of the six schools required an internship experience for masters, education specialist, and doctoral degrees. At the other two institutions, advisers strongly recommended an internship to graduate students.

Administrative Internships

The specific requirements of the internships varied more within than between institutions. All respondents agreed that the experience should help interns work toward their professional goals. There was no consensus on internship activities, record keeping, monitoring, or evaluating the internships. All institutions require various combinations of summative reports, logs, and conferences with a university faculty member. Some institutions propose a detailed set of activities for an intern ranging from specific duties such as making bank deposits and preparing school lunch counts to more abstract activities such as charting a system-wide network of formal and informal power. Others have no guidelines at all. Requirements are structured in such a way that interns' roles vary widely among institutions. Such requirements provide little guidance to local educational agency administrators responsible for the daily supervision of interns. As a result, the actual internships are the result of negotiations between interns and the districts and administrators with whom they work.

Respondents differed on the most appropriate placement(s) for interns. Some argued that placing the intern briefly in a variety of settings provided a broad view of educational administration. Others felt placement should be narrowed to reflect the individual's specific abilities and interests. However, as with other internship activities, there was no consistency. Respondents agreed that placement was arbitrary. No institution had formed a pool of sites and cooperating administrators from which potential interns could select. Placement depended on the contacts of the university supervisor and the intern. Interns believed that this adversely affected their internship programs.

The respondents easily identified many benefits derived from an administrative internship. Benefits included first-hand experience; on-the-job training; opportunities to test theoretical and conceptual knowledge learned in the classroom; contact with practicing administrators, which kept students and their professors abreast of current trends in the field; better job prospects as a result of perceived value of the experience; experiences which help an intern identify and improve areas of weakness; and a chance to form professional and personal bonds with administrators. Schools also benefit, for they have an opportunity to hire new administrators who have already been socialized to the administrator's

role. Because many internship programs have concentrated on helping to prepare women and minority group members, institutions have a pool of well-qualified candidates from which to select new administrators. The internship provides an opportunity for practicing administrators and university faculty members to interact and mutually shape the training of future administrators.

Respondents also identified problems they consistently confront in offering internships. The major complaint voiced by all institutions was that internships are not sufficiently legitimized or institutionalized as part of the university's educational program. The lack of common expectations creates inconsistencies, as local settings tailor the internships to their own needs and interests. As a result, many interns spend too much time in "quasi-custodial" work experiences. Inconsistencies in expectations create difficulties when the responsible faculty member tries to evaluate administrative internships.

Respondents considered it difficult to accommodate supervision of interns within the usual university faculty workload. If no time for supervision is built into their workload, faculty members cannot participate in extensive site visits, conferences, and evaluation. Because effective performance of such tasks is time consuming, few institutions have the resources to provide adequate faculty involvement.

A final problem involves the structure of the school year. The typical administrator becomes certified by taking coursework after school and during summers. Since those are the times that schools are not in operation, realistic internships cannot be accommodated. The few summer and after-school internships that are available provide a limited range of experiences and cannot compare with a year-long internship.

The survey shows wide acceptance and enthusiasm for field-based experiences. Yet several problems interfere with efforts to translate this enthusiasm into practice. There is little consensus about the way field-based experiences should be structured. While this has the advantage of allowing students the flexibility to select the experiences most appropriate to their needs, such ambiguity creates problems in systematically planning, implementing, and evaluating internships. University administrators do not accept the need, often expressed by respondents, for a reduction in a faculty member's courseload commensurate with the responsibilities of supervising interns.

Yet ambiguity and lack of institutional support are minor barriers when compared with the problems provided by the nature of part-time study. An educator rarely can design an internship that provides a realistic set of administrative experiences after school or during the summer. Since few public schools have funds for internships and universities rarely can support interns, individuals must choose between a less desirable experience and a year without a salary.

Clearly, the benefits of the administrative internship are significant

enough that universities, school districts, and graduate students are willing to work around the difficulties cited above. As currently structured, university field experiences provide graduate credit for a variety of valuable activities that allow a future administrator access to the world of the practicing administrator.

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The Intern in the School District: The Wichita Administrative Internship Program

Dean R. Stucky and Samuel E. Spaght

Public school districts frequently become involved in administrative internship programs, either alone or in cooperation with universities. Clearly, universities are dependent on the cooperation of local districts to provide good experiences for their students. In addition to facilitating university offerings, many districts provide their own internships to train their own staff members, to increase the number of women and minority group members on their administrative staffs, or as a prerequisite for assuming an administrative position. As field-based experiences become more popular and more frequently required for certification or graduate degrees, administrators in large districts confront increasing numbers of requests for internships. What once was an infrequent opportunity to assist in the preparation of future administrators can become a significant responsibility.

Wichita, Kansas, has a long and successful history of providing appropriate administrative experiences for interns. Wichita's internship program grew out of a typical cooperative relationship between the district and Wichita State University. About twelve years ago, the internship became an integral part of the requirements for graduate students in the educator specialist program in administration. Since that time the district also has provided internships for individuals from other universities and in specializations other than administration.

Intern selection involves both university faculty and district administrators. When students become eligible for university credit for an internship, they apply to the district for placement. Each applicant participates in at least two interviews with school district administrators before final placement. During the interviews, candidates learn the conditions under which internships are structured and the district's expecta-

tions of them. While district administrators have the right to reject any applicant, they rarely do so. However, each year one or more candidates decide against an internship program following their interviews with the school district administrators. Perhaps self-selection is a form of screening.

Upon selection, the new interns are asked to provide a list of goals and objectives to be achieved through the internship program. Assignment to an administrative supervisor is determined, at least in part, by those objectives. In every case, interns are discouraged from attempting to spend time in several offices during the internship period. It is more advantageous to concentrate efforts in one or two divisions or departments than to visit a number of offices briefly under conditions that make the intern an observer or visitor rather than an active participant in the activities of that office.

According to feedback the district has received from interns after their internship experiences, goal identification promotes the success of their programs. Goal setting helps the administrative supervisor deal tangibly with the expressed needs of the intern, and it also encourages the intern to take the initiative in designing experiences. Each intern is urged to evaluate his or her experiences in light of those objectives and to communicate frequently with the supervisor about the degree of progress toward those goals. This arrangement permits a supervising administrator to make adaptations to help the student meet his or her needs.

While the district may provide a small mileage stipend to defray the costs of travel on the job, usually neither the district nor the university provides salaries or fellowships to the interns. Since most students in educational administration programs are employed in schools and cannot afford to take an extended leave of absence, they rarely opt for a fall or spring internship. Instead they attempt a summer internship. This, however, limits their options in terms of activities to observe and supervisors to work with.

The length of the internships varies according to credit-hour requirements set by the university. However, generally it is agreed that the internship should be long enough to allow the intern to become vitally involved in the work of the office to which he or she is assigned, and such involvement encourages the completion of a project normally requiring several weeks.

School systems, interns, and their supervising administrators benefit from internships. The school system receives the services of an extra administrator during the intern's assignment. Since interns typically are experienced educators with graduate training in administration and other educational fields, these services are valuable. In addition, the school system can be assured that the intern has a greater understanding of school district problems, attitudes of management personnel, and procedures for decision making and problem solving. Invariably the intern

shares this information and newly acquired attitudes with others, and the school system benefits from the positive public relations. This benefit is magnified when interns come from other school districts in the state. Large systems frequently have a "big brother" image among districts, and the image can be offset by the positive experiences their employees have as administrative interns in the Wichita system.

A school system such as Wichita is able to staff its administration with individuals who are highly specialized in a given area. Interns, working with specialists, are helped to apply theoretical concepts to the practical realities of school system management.

Administrative supervisors have responded positively to involvement in the internship program. Not only do they consider it their professional responsibility to help train potential administrators, but they enjoy the opportunities for personal growth which result from the self analysis involved when one attempts to share expertise with another individual.

The district experiences no serious problems in offering the internship. A major concern occurs if several interns attempt to schedule an experience in the same functional area, for this creates a heavy demand on one or two people who must supervise several interns at a time. When this problem is encountered, more discussion is held to develop alternative experiences which might parallel or duplicate the experience the intern specifically requested.

Since districts normally pay no salary to interns, financing the internship program is not an important concern. The major cost is the in-kind contribution of time and effort the individual supervisor spends on structuring and monitoring the intern's experiences.

The benefits of an internship, both to the prospective administrator and to the district, outweigh the minor problems internships can create. By providing internships the district adds well-trained applicants to the pool from which it selects administrators, increases understanding of administration among teachers, and builds good relationships with other districts.

ICES

The ICES Internships

ICES: A Project of Internships, Certification, Equity Leadership and Support

Judith A. Adkison

This chapter describes the ICES model, a strategy to increase the number of women holding administrative positions in a state's public school systems. The model has two elements, structure and program. The structure enables those influentials in the educational system to deliver the program and to convince school districts to adopt hiring procedures within affirmative action guidelines. The program is designed to prepare a group of women to be competent administrators committed to educational equity. The key element in the training program is a year-long administrative internship.

From 1977 to 1979, the model was field tested in the state of Kansas as Project ICES. The field test showed that the model can be implemented successfully and that it produces its intended effects. Members of the component organizations worked together enthusiastically and effectively. The program produced a group of well-qualified, self-confident women and placed the majority in appropriate administrative positions.

The ICES Structure

The structure was designed to link influentials in the state's educational network to Project ICES and to involve them in the project's decision making. In Kansas, an assistant commissioner of the Department of Education, the executive director of the umbrella organization of the state's administrators' associations, and a faculty member in the School of Education at the University of Kansas formed the executive committee for Project ICES. That committee made the major decisions related to staffing, selection of participating districts, and identifying an advisory committee. In addition, the individual members had separate responsibilities.

The executive director of the umbrella organization, the United School Administrators of Kansas, was instrumental in securing the agreement of ten superintendents to involve their districts in the project.

He and the project coordinator developed guidelines for conducting, monitoring, and evaluating the individual internship experiences. His leadership was essential to the success of the project. He convinced his organization's governing board to support the project. That sponsorship legitimated ICES so that practitioners identified it primarily as an administrators' association activity, not a university-based training program. The United School Administrators, through its newsletters, meetings, conventions and workshops, lobbying efforts, and association with other organizations, touches most parts of the educational system in the state. Thus Project ICES did not have to create a new communications system to reach educators. The ICES staff utilized a system influential educators already used. Finally, since the executive director had spent a year as a National Association for Secondary School Principals intern, he had considerable expertise in designing internships and a commitment to the administrative internship which proved invaluable.

The State Education Agency assistant commissioner also participated in the communications network within the state as well as in regional and national systems. In addition, he brought personal expertise in educational equity, particularly affirmative action. His work with school districts across the state in revising their hiring policies and procedures gave him a good understanding of district response to equity issues.

The project's originator and director was a faculty member in the Department of Administration, Foundations and Higher Education at the University of Kansas. This department has trained a large percentage of the administrators in the state. The director was responsible for the academic component of the program. He served as advisor to the interns, helped them design their courses of study, and arranged for academic credit for some internship activities.

Administrators from ten school districts also were associated with Project ICES. In selecting districts, the executive committee sought to identify superintendents who were active and influential members of the state's educational system and to enlist districts representative of the variety of communities in Kansas. Consequently, administrators and interns from urban, suburban, small-town, and rural schools participated in the field test.

Nine of the districts selected their own interns using the same affirmative action procedures used in selecting their administrators. The tenth district worked with an intern sponsored by the University of Kansas and the United School Administrators. All districts guaranteed that they would provide an internship setting appropriate to the individual's background and career goals. They agreed to provide resources such as office space, secretarial help, and travel support that interns needed to complete their assignments. In addition, some districts provided sabbaticals or other supplements to the stipends interns received from the project. As interns completed their programs, their superintendents and other associated administrators helped them identify and secure administrative positions.

Of the original executive committee, only the director received a reduction in his organizational responsibilities in order to devote time to Project ICES. To maintain communications among the many volunteers, to work with interns individually, to complete other project-related tasks and to provide day-to-day continuity, Project ICES added a coordinator.

In summary, the structure ties the project to influential organizations and individuals in the state's educational social system. It links a diverse group of school districts and the leading statewide educational agencies. As a result, Project ICES could attack the problem of women's underrepresentation in the state's educational system at several points.

As it became evident that the project would succeed, the structure ensured that most administrators in the state knew about it. The women participating in the project had wide visibility as competent individuals who were being sponsored or recommended by influential administrators. The field test showed that this structure legitimates the project to practitioners and helps to provide an excellent set of experiences for the interns.

Program

The ICES program consists of four elements: internships, certification, equity leadership, and support. The four elements combine to produce well-trained, certified administrators who can work comfortably in the social system of administrators in their districts, who are linked to educators beyond their own districts, and who are able to promote educational equity in their own organizations.

The **internship** component is the key to the program, for it provides on-the-job training, opportunities to demonstrate competence and leadership abilities, and interaction with other administrators as a colleague. While such experiences are invaluable for any potential administrator, they are especially important for women who often are excluded from administrative social systems and who have a more difficult time than do men in getting administrative experience.

The **certification** component guarantees that each participant will have the appropriate degrees and administrative certification upon completion of the program. This is essential, for an individual cannot be hired without certification. Certification requirements vary from state to state, and the appropriate coursework for each person varies with past preparation and future career plans. ICES participants spent two summers at the University of Kansas. In addition, they received field experience and independent study credits for some of their internship projects. Some interns also took courses from local universities to complete certification requirements.

The **equity leadership** component consists of five workshops offered during intersessions and summers. The first workshop served as an orientation to the project and to issues related to women's educational

equity. The thirteen participants learned about potential problems and conflicts they might face as administrators and experimented with tactics for solving them. The participants also attended the United School Administrators annual convention. Other workshops focused on curriculum and program changes needed to achieve equity for students, on conflict resolution, and on the politics of education. These workshops stressed participation and experimentation through activities such as role playing, simulation, and proposal development and writing. The workshops enlisted the help of women and minority group members who have been successful educational administrators to serve as instructors, consultants, and role models.

On the assumption that many interns would be the only women in their district's administrative structure, the model provided the **support** component to deal with problems associated with tokenism. This component helps interns develop their own support networks within their districts, within the intern group, and with the ICES staff so that many opportunities for technical assistance and emotional support are available. The interns provided mutual assistance, reinforcement of a sometimes difficult decision to enter a male-dominated field, and contacts with administrators in other districts. The project coordinator was available to counsel interns and to arrange for other resources that became necessary. Each intern identified a "support team" in her district. The team, composed of influential administrators, met at regular intervals to discuss administration and the intern's activities. During the internship year each participant was able to expand her professional and personal networks. This support enhanced learning and helped to reduce the isolation that minorities often experience in administrative positions.

Conclusions

The ICES model includes elements and concerns more traditional programs lack. ICES is organized not only to train administrators but to influence a state's educational system. It enables practicing administrators to play a major role in the training of novices and thus allows them to remedy the deficiencies they see in traditional certification programs. The program's impact on individuals also is unique. ICES is designed to produce affective as well as cognitive changes and to ensure that participants are well integrated into administrative social systems upon completion of the program. The stress on educational equity for women and members of minority groups is unusual.

The Kansas experience demonstrates that these unique features interact with the typical elements of administrator training programs to produce exceptionally well-prepared, confident, and competent administrators. The ICES participants now holding administrative positions are proving the value of their programs. They are successful and enthusiastic about their activities, their organizational roles, and their futures in administration.

Implementing a Successful Internship

Judith A. Adkison

An internship can be designed to accomplish any of several purposes. It can expose a novice to an unfamiliar work setting to provide information needed for an informed career choice. It can provide opportunities to shadow administrators and observe effective and ineffective leadership styles. It can provide on-the-job training in specific areas. Finally, an internship can allow an individual to function as an administrator while receiving guidance and feedback from experienced practitioners. The ICES internships were designed to accomplish the latter.

The ICES participants had demonstrated leadership ability and expertise as educators before their selection. These thirteen women spent a school year as administrative interns in ten Kansas communities during the field test of the ICES model. They worked in varied school systems, including small-town, suburban, and urban districts; and they held positions ranging from assistant elementary school principal to assistant superintendent.

The participants, with varied backgrounds, strengths, weaknesses and career goals, were as diverse as their settings and positions. In implementing the model, the ICES staff decided that experiences should be tailored to each individual's needs and goals. However, they also agreed that the internships should share some common elements to ensure the accomplishment of project goals.

One of the project's goals was to overcome resistance to women in leadership positions. Much of the resistance of school administrators and board members stems from widely held sex-role stereotypes that depict women as ineffective and unpopular administrators. Thus it was essential that interns be seen primarily as competent administrators and only secondarily as learners. An internship spent observing "real" administrators or doing routine busywork could not meet the project's objectives. Indeed, such internships might even reinforce negative stereotypes. Districts agreed to define the administrative intern as a formal administrative position whose occupant had both specific responsibilities and access to the resources needed to meet them. This proved

successful, for interns were given opportunities to demonstrate their abilities in addition to chances to learn and observe.

A second goal was to give interns a broader range of experiences and exposure that normally is available to new administrators. To do so, the internships had to provide interns experience in more than one setting and opportunities to work with a variety of administrators. If interns could gain a district-wide perspective and knowledge of several administrative areas, they would be more effective administrators and would have information needed for long-range career planning. In addition, intern's visibility throughout their school systems also would begin to accustom other administrators to the idea of women in leadership positions and could encourage other women to consider administrative careers.

A third goal was to provide interns access to informal networks. Professional and personal support for interns was built into the project. For the ICES interns, the typical anxieties associated with changing jobs and assuming an ambiguous role as intern were exacerbated by the problems women face when entering a male-dominated field. Consequently, the project staff felt it essential to help interns develop support networks within and outside their districts.

The most obvious support network was the group of thirteen interns itself. Members of the group attended workshops and many classes together and formed friendships and professional associations. The project gave each intern access to twelve other women with whom she could share frustrations and successes and from whom she could receive advice and support without endangering her position in the home district. Interns provided each other with information about consultants and job openings that was not available through other sources. The members of the group provided mutual reinforcement when others questioned their decisions to enter administration.

The intern support group supplemented rather than displaced support networks inside the employing district. Each intern was encouraged to form a "support team" of key administrators in the district who would meet with her regularly and provide expertise or access to expertise in the district and community. The support teams discussed the intern's work and provided assistance in resolving problems.

The project had funds to provide the support of professional consultants when interns needed assistance with technical problems associated with their projects. This also was a service to the school districts.

The project coordinator provided individual support to interns. The coordinator visited interns and met with them and with their administrators. In addition to regularly scheduled visits, the coordinator was available whenever needed. She also helped to link the interns and their districts with each other and with the distant university.

Such support helped interns overcome some of the problems associated with "tokenism." An intern did not feel that she was the only

woman in administration. She also had assistance in breaking into the primarily male social systems of educational leaders in her district and in the state.

In summary, all internships were defined as administrative positions within the districts, all gave the intern access to more than one administrative area, and all provided a social support system. The remainder of this chapter discusses issues of importance in implementing the individual internships.

Internship Settings and Schedules

Each intern's background, abilities, and career plans in combination with the school district's resources were considered in developing the best possible internship experiences. Selection of settings for each intern was a crucial decision. In identifying the position, location and supervisors for each intern, districts attempted to give interns experiences with exemplary administrators and to broaden their educational experiences.

Most interns had a "primary internship," where they spent the majority of their time, and a "secondary internship" designed to broaden their awareness of other administrative areas and of their school districts. Since most interns planned to seek principalships upon completion of the program, the majority spent their primary internships with building level administrators. Secondary internships were spent in a variety of central office positions. Table 1 lists the primary and secondary internships for the group.

For those interns working in more than one setting, scheduling proved problematic. The administrators associated with ICES attempted several scheduling variations. As a group, they disagreed over the relative importance of depth and breadth of experience. Some felt interns should spend brief periods in as many settings as possible to become familiar with all facets of building administration, while others argued that internships are most valuable when the individual has time to assume responsibility for important tasks.

The experiences of the thirteen ICES interns supported the second position. When interns spent less than a month in a setting, they could not assume important responsibilities. Instead they helped with routine tasks and observed. They thought that co-workers were unsure about the appropriate roles of an intern. As a result, they experienced some discomfort and frustration. They reported that they often did not have enough to do; and, consequently, they felt extraneous. By the time the intern had learned enough to be useful and had established working relationships with others, the brief assignment was finished.

The most successful experiences were those in which the intern spent at least a semester in a setting. This period of time enabled her to establish rapport with other staff and students, to learn enough to be able to make a contribution to the organization and to initiate and complete

Table 1: Internship Assignments for ICES Participants

Intern	Primary Internship	Secondary Internship
1	Lawrence USD 497, Hillcrest Elementary	USD 497, Director of Special Education
2	Wichita USD 259, Colvin Elementary	USD 259, Director of Special Education
3	Hutchinson USD 308, Central Office	None
4	Dodge City USD 443, Central Office	None
5	Emporia USD 253, Emporia High	Emporia Jr. High, Central Office
6	Shawnee Mission USD 512, Indian Hills Jr. High	None
7	Independence USD 446, Lincoln Elementary	USD 446, Central Office
8	Shawnee Mission USD 512, Indian Creek Jr. High	None
9	Olathe USD 233, Rolling Ridge Elementary	USD 233, Central Office
10	Topeka USD 501, Highland Park High	USD 501, Personnel Division
11	Wichita USD 259, Woodman Elementary	USD 259, Central Office
12	Garden City USD 457, Central Office	None
13	Topeka USD 501, Central Office	USD 501, Bishop Elementary

major tasks. The semester-long experience gave the intern a chance to perform as an administrator and to be viewed as one.

The most common schedule put the intern in a building for the first semester and in central office for the second semester. One intern spent her entire year as a building administrator while completing one or two tasks which required interaction with central administration and other principals in the district. Another spent the year working with the superintendent but scheduled one day a week for a semester where she took the place of a high school assistant principal. Only one intern attempted to carry out significant building-level and central-office responsibilities simultaneously. She worked as an assistant principal (spending some time as acting principal during her supervisor's illness) and as an assistant to the district's director of special education. Scheduling proved difficult. She attempted to identify days or specific parts of days to devote to each setting. However, the school system's schedule did not fit such a neat pattern, and she often encountered schedule conflicts. The intern's assistance was so valuable that both sets of administrators steadily increased her responsibilities. Occasionally she had difficulties in juggling competing legitimate demands. Consequently, this intern worked most evenings and weekends. However, she was able to resolve major scheduling conflicts through her support team. The need to coordinate so many demands made that group an especially cohesive unit. The intern also demonstrated her ability to handle stress and demands associated with an administrative position. She gained in confidence as well as in skill and impressed her district's administrators. At the end of her internship, she was hired as a building principal.

Intern Projects and Responsibilities

Most of the ICES internships allowed the intern to assume some routine administrative duties but also to initiate and carry out specific projects. The year was designed so that interns accepted steadily increasing amounts of responsibility, enabling interns to demonstrate their abilities while adding to their knowledge of administration.

Each intern was required to initiate and implement a project in order to receive academic credit for her "field experience." At the beginning of the year, the intern, her associated administrators, and university professors outlined the project and wrote up a "contract" for its completion. Cooperative planning on the project was a device to ensure that everyone responsible for the success of the internship took an active role in planning and monitoring it. While projects varied according to the needs of the interns and their districts, all had to meet the following criteria:

- The project must be meaningful to the intern;
- The associated administrators must consider the project to be significant to the district;

- The project must entail learning of new (to the intern) sets of skills or knowledge;
- The project must have a better-than-even chance for successful completion in the time allowed.

Many interns and administrators had difficulty in identifying appropriate projects. The following hypothetical examples were given to them to guide their thinking.

Examples of Projects

The following situations are described in detail to give planners some guidelines for designing projects. An intern and her support team (administrators in the cooperating school district assigned to work with the intern) might choose to capitalize on the content of the equity-leadership workshop on conflict management taken in the summer of 1978 to develop a district or school policy statement on discipline. Or, an intern with a particular interest in personnel might opt to develop a school or district-wide staff evaluation plan. Two hypothetical situations in those areas are described below.

Initiation, development and evaluation of a discipline policy. In its initiation phase, this project would involve the intern in extensive informal interaction with school board members and administrators as they documented the desirability of such a policy and the directions it might take. The development of the policy would involve her with those groups but also would entail informal discussion and formal meetings with students, parents, teachers, professional organization leadership, public officials representing other government agencies, and members of community groups that predictably would be concerned. To develop the policy, the intern would apply her knowledge from the certification courses about the legal framework shaping such policies, would become knowledgeable about the policies implemented elsewhere and would strive to understand the legal, social, and psychological rationales underlying different strategies. She would use this information to prepare alternatives and to predict the probable impact each alternative would have on students, parents, and other relevant groups in the school system and community. Having acquired this formal knowledge, the intern would meet informally with members of the groups listed above to gain further input and to begin to influence opinion. She would also have the opportunity to participate in and conduct formal meetings with groups of various sizes and composition.

Drafting the proposed policy statement would promote the development and use of skills in analysis, organization, and written communication. Refining that statement could develop skills of negotiation, persuasion, and compromise. It

adopted, the policy statement would be a formal document identified with the intern and be seen as a major accomplishment to demonstrate her abilities.

If done at the district level, this kind of activity would have both high risk and high payoff. As described here it might be the most demanding of any task an intern might select, for it involves heavy investment of time and energy and thus closes off other activities. The potential for generating conflict gives the project a degree of risk. However, the visibility obtained and the skills demonstrated in the successful accomplishment of this project provide high payoff for the intern.

Development of a teacher evaluation plan. This activity demands that an intern acquire extensive knowledge about personnel evaluation (in part from certification course work), the positions professional associations have taken or might take on teacher evaluation, the legal framework constraining policy, and the potential outcome in the given school system if a given alternative were proposed or implemented. Initiation and development of the plan entails informal and formal discussions and meetings with a variety of groups, which might include parents, students, teachers and teacher organization representatives, administrators, board members, and advisory groups. Writing the policy statement would promote the development and use of skills in written communication. The evaluation of the plan itself could be designed and possibly implemented during the internship year. The intern would also develop a plan to evaluate her own actions in developing and implementing the policy.

Both of these projects are extensive and entail long term investment of time and energy. Completion of either could develop knowledge of the basic administrative areas cited above.

Interns might also choose to complete several smaller projects. An intern could conduct a school level needs assessment, plan a budget, implement an inservice program in a specific area, work with a parent group to achieve a particular goal, plan changes in a facility, produce a TV or radio program, coordinate a student activities program, develop a newsletter or change an existing testing program. The possible range of projects is limited only by conditions in the school systems and by the intern's own interests and objectives. The smaller projects also would meet the cited criteria.

Interns developed an agreement or contract which described the project in detail. Associated administrators and university faculty then approved that agreement. The requirement of an agreement helped guarantee that everyone knew what the intern planned to do. Figure 1 contains an example of an intern agreement for the hypothetical project described above.

Figure 1: Example of an Intern Agreement

Project Title:

Initiation, Development and Evaluation of a Discipline Policy for District

Statement of Problem:

Parents, faculty, and community groups are criticizing the district's handling of student discipline. Two parents have threatened to sue the district because they feel their childrens' rights have been violated. The district's present written policy is ambiguous.

Goals:

1) Guarantee that the district provides due process as defined by State and Federal Law to all students.
2) Reduce potential for major conflict over discipline decisions.
3) Clarify district practices and policies related to student dismissal, suspension, and discipline.
4) Make staff, students, and parents more aware of discipline policies and problems.

Objectives:

1) By (date) the Board of Education will have adopted a formal statement defining conditions under which students may be dismissed or suspended and the procedures which must be followed to dismiss or suspend a student, and defining student rights and responsibilities. The policy will state clearly the range of disciplinary actions allowed.
2) At least ___ percent of the faculty, ____ percent of the students, and ____ percent of the parents will have attended a formal meeting where discipline problems and policies were discussed.
3) At least ____ percent of interested groups will receive information about the policy.
4) A brief publication describing proposals will be circulated to school district staff, PTA members, students, and representatives of interested community groups.
5) The publication and a press release describing it will be given to all newspapers, radio, and TV stations in the community.
6) At least ____ percent of all home room teachers will discuss the need for the policy and describe the policy alternatives to solicit student reactions.

Activities Involved:

1) Read laws and court decisions related to student due process.
2) Read NEA, AFT statements relating to student discipline.
3) Develop bibliography from professional journals and other available sources about student discipline.

4) Become knowledgeable about policies in effect in similiar districts and identify problems associated with those policies.
5) Become knowledgeable about current practices in this district.
6) Identify groups in the community who are interested and will be likely to become involved in developing a discipline policy.
Draft proposed policy statements.
Hold and attend informal discussions with students, faculty, administrators, parents, board members, community leaders.
Hold formal meetings with members of these groups.
Develop plan to evaluate policy that is adopted.

Proposed Time Line:

By September 1: Secure administrative and board support for program. Identify administrators who will be involved.

By September 30: Complete bibliography, reading about discipline issues. Be familiar with legal framework constraining policy.

By October 31: Develop statement of proposed policy alternatives. Hold informal meetings with representatives of staff, student, parent groups, and community groups.

By December 31: Hold formal meetings of all groups.

By January 31: Develop proposed policy statement and evaluation plan.

By February 28: Present policy statement to involved groups.

By March 31: Board adopts a policy and evaluation plan.

By April 31: Publicize policy through news media, meetings with involved groups.

Knowledge and Skills Needed to Complete Activities Successfully:

Knowledge of legal framework, psychological and organizational rationales underlying different policy alternatives.
Communication—written and oral/formal and informal.
Working with individuals, small and large groups.
Negotiation.
Conflict resolution.

Administrative Areas Involved:

Pupil personnel administration
Utilization of staff and personnel administration (this might include inservice training for existing staff on classroom management, identifying the need for new positions and developing job descriptions).
Community Relations
Business management (e.g. determining costs if staff changes are suggested).

Curriculum (e.g. incorporating units to change student behavior into curriculum).

Administrators Involved:

Superintendent—make initial contacts with board, approve the project, suggest community leaders and administrators who should be involved. May make some initial contacts with these groups to introduce intern. Secure office space and secretarial help.

Principals (list)—Provide information on current policies and practices, discuss probable consequences of different approaches, introduce intern to staff and students, help arrange meetings, may conduct some meetings, ensure access to information.

Assistant Principals (list)—Provide information, assist in arranging meetings.

Etc.—All involved administrators will provide feedback to the intern, suggest additional actions she might take, meet with her whenever necessary to discuss projects.

The responsibility for specific projects forced each intern to take some initiative in planning the activities of the internship year. To identify the projects, interns needed to examine their own strengths and weaknesses and think about their own objectives for the internship. Without such a requirement, ICES staff feared that interns would wait for professors and their associated administrators to tell them what to do. The project assignment encouraged the intern to think about her activities during the summer preceding the internship and helped to focus initial discussions among the intern, university representatives, and school administrators about the internship. The process of designing and carrying out the projects gave interns experience in planning, organizing, and working both as a member of a group and as a group leader.

Monitoring the Internship

The ICES staff felt that frequent monitoring was important, particularly at the beginning of the internship year. A clear monitoring process would ensure that the intern and those working with her attended to their responsibilities for her activities. The process helped administrators contribute to the intern's growth. Without formal, structured monitoring, interns easily could immerse themselves in routine duties while their administrators already were so occupied with their work that they would have little time to observe and analyze intern progress. In addition, much of the value of the internship lies in the opportunities to discuss events with other administrators and to receive frequent, honest feedback on performance. Monitoring was designed to provide occasions for such interaction so that interns did not become isolated.

Several forms of monitoring intern activities occurred. Each intern was required to keep logs which recorded her activities daily. Each month she summarized those activities and analyzed her own behavior and the value of her activities. Interns met informally with their ad-

Table 2: Example of a Daily Log

Date	Brief Description of Activity	Are You an Active or Passive Participant?	Other People Involved	Location or Setting	Admin. Areas Involved	Time Spent	Value of Experience
10/2/78	Wrote parents newsletter.	active	None	Office	Community relations	1.5 hr.	low
10/2/78	Attended meeting of Superintendent's Cabinet—discussed revising curriculum to stress basic skills and whether to add a position of Test Coordinator.	passive	Y. Daly, Sup't. M. Sanchez, Ass't Sup't for Personnel. Y. Ashe, H.S. Principal. S. West, Elem. Principal. etc.	Sup't's office	Curriculum Personnel Admin.	2.5 hr.	high
10/2/78	Attended Board of Education monthly meeting. PTA convened about low test scores. NEA opposes use of scores in teacher evaluation.	passive	Board, Admin., NEA members, PTA members, parents.	Board room	Curriculum Community relations	3.0 hr.	medium
10/2/78	Reading about minimal competency testing for my project.	active	None	Home	Curriculum	3.0 hr.	high

Table 3: Degree Earned and Final Placement for ICES Interns

Degree Earned	Fall 1979 Placement
Education Specialist	Elementary school principal
Education Specialist	Alternative school teacher
Education Specialist	Junior high school assistant principal
Education Specialist	director of secondary education and federal projects
Master of Science in Education	K-12 principal
Master of Science in Education	Junior high school assistant principal
Education Specialist	Elementary school principal
none	Junior high school assistant principal
none	Elementary school principal designate
Master of Science in Education	Middle school activities director
Master of Science in Education	Elementary school teacher
Education Specialist	Secondary school assistant principal
Master of Science in Education	Elementary school teacher

Clearly the internship can be a significant experience in preparing more competent administrators and in facilitating the movement of women into administration. The well-planned ICES internships helped interns develop new skills, demonstrate their abilities, and develop a professional network within their districts and throughout the state. All interns had opportunities usually unavailable to first-year administrators. Those now holding administrative positions report that the internship was invaluable.

ministrators often, but they also scheduled formal meetings weekly or biweekly to review the logs and consider changes. Interns met with the ICES coordinator twice a semester, or whenever necessary, and spoke with her frequently by phone.

Each intern was required to keep a brief log documenting her daily activities. Most used the form shown in Table 2. Initially, ICES staff thought that such a log would be essential if the intern were to become dissatisfied with her activities or mired down in routine or busywork. The log would be evidence to use in negotiating changes. The log was designed to help the intern and those working with her determine not only how she spent time but with whom and where.

Interns were asked to review this evidence frequently and to analyze it. They were to consider whether they were spending too much time as passive participants, working alone or with one individual or group, in one or two locations and whether their activities were of any value to them or to the organization.

Intern and administrator reaction to the logs varied. Some interns found the log a valuable tool, while others found it burdensome. Where administrators were interested in examining the log and used it as a basis for discussion, interns considered the logs useful.

After the first semester, some interns experimented with other forms of logs or journals. However, no form of record keeping was suitable for all interns. As their workloads increased, they neglected logs. Less than one third of the group maintained logs consistently throughout the year.

Results

Most internships were implemented as planned. The initial development of a contract helped interns establish their roles with their associated administrators. This device helped structure a relationship which most participants considered ambiguous. It helped interns take responsibility for their own experiences. Administrators were uncertain about the amount of responsibility and supervision to be given the intern. As the interns spent time in their settings, formal agreements such as contracts became less important.

The internships had their intended impact. The ICES participants were perceived in their districts as competent administrators, and they affected attitudes about women in administration. They found that the internships helped them when they began to apply for administrative positions. Their experiences gave them confidence in job interviews and helped establish their credibility to employers.

Ten of the thirteen interns were hired as administrators after completing the program. Seven of them were hired by the districts in which they interned. Table 3 lists the degrees earned and final placement of the interns.

The ICES Internship: An Intern's Report

Melba Sherwood

During the 1978-79 school year, I was an ICES intern in the Garden City, Kansas, school district. What follows is an account of my year there, how the internship was set up, the problems I encountered and how I dealt with them, changes in the original internship plans, activities I was involved with and the changes the internship brought about in my personal and professional life. I have also included an in-depth description of one major activity—staff recruitment—and my recommendations for the structuring of future administrative internships.

Initial Planning

USD 457 serves 4,000 students in Garden City, Kansas, and the surrounding rural areas. It consists of one multi-building high school campus, two junior high schools, seven city and six rural elementary schools, an administrative complex and a school service center. The district contracts special education services from the High Plains Special Education Cooperative, which has its headquarters in Garden City.

The district's administration saw the ICES project as a means to help implement revisions in their affirmative action plan. These revisions specifically stated that more women and members of minority groups were needed in administrative positions. The superintendent and Board of Education decided not only to participate in Project ICES but to supplement the stipend Project ICES provided its participants. The board determined that the intern it selected would receive her normal teaching salary. They felt that the salary guarantee would ensure that women heading single parent families could participate. The district also agreed to provide office space, secretarial assistance, and travel money to its intern.

The internship position was announced to the general staff and applications were solicited. The district followed the affirmative action procedures used to hire its administrators. A selection committee of building and central office administrators, school board members, and community representatives conducted interviews and chose the intern.

Even before applying for the ICES program I had begun to prepare for an administrative career. In addition to taking most of the coursework required for the Education Specialist degree in administration, I had taken an administrative practicum in the superintendency. I had spent four years as a language arts teacher and twelve years as a counselor in the Garden City system. When selected for the internship, I was the district guidance/coordinator.

During my career I also had served for two years on the district's curriculum coordination council. I was active in local and state education associations and had served as president of the Garden City Education Association, as a National Education Association delegate, negotiations council member, and treasurer of the Southwest Kansas Uniserv District.

The personnel director, the ICES coordinator and I arranged the terms and placement of the internship. It was designed to meet a specific set of career goals. While my experience as a counselor had given me familiarity with building level administration, I needed to learn more about central office administration and district-wide concerns. My experience in computer applications gave me skills the personnel office could utilize, so we developed a nine-month contract that gave me central office work in personnel, curriculum and finance, an option for building work, a flexible schedule, and an office in the administration building.

My actual internship activities were planned with the assistance of a "support team," consisting of other district-wide administrators. We identified specific activities to provide district-wide experiences that would prepare me for a central office administrative position. With my associated administrator, I prepared an intern agreement to formalize the decisions about my responsibilities and activities.

The superintendent of schools took responsibility for those activities concerning intergovernmental relations, general school management, and Board of Education/administrative relationships. During the year, he included me in such diverse activities as meeting with community agencies to review district needs, consultation with the Board's attorney concerning various legal matters of the district, and presentations to the Board of Education concerning personnel needs, facilities, and instructional reports.

Since most of the experiences planned for me were in personnel management, I worked most closely with the assistant superintendent for personnel and administration. He also coordinated activities for me that included the supervision of financial and business operations, transportation, food services, and maintenance and grounds operations.

I also worked with other key administrators in the district. The business manager and the various division managers were most helpful to me as I studied each area and participated in daily activities.

One of my ongoing responsibilities was working with members of the curriculum coordinating council on public relations efforts concerning

curriculum matters and consultation work. As a result of my efforts, newspaper and other media coverage of district instructional activities increased significantly. I worked closely with reporters to increase coverage of a wide range of instructional topics including the following: scientific studies during the solar eclipse, materials available in the district curriculum materials center, elementary physical education activities in movement education, a junior high curriculum in venereal disease education, and using drama in the classroom.

Consultation work with the curriculum coordinating council as a whole, and with individual chairpersons, involved planning strategies for curriculum revision, creating evaluation formats, facilitating the development of leadership styles and skills for department chairpersons, and facilitating more effective council meetings.

Implementation of the Internship

Flexibility was crucial to the success of the internship. During its course, the original plan was changed. Initially it established that I was to spend the first semester moving from one area of responsibility to another, participating in daily activities, discussing the overall picture with the area's administrator, and selecting and carrying out special projects as situations allowed. The second semester was to be spent in two or three areas where I was to have full responsibility for daily activities. But while the outline of the original plan was utilized, the emerging needs of the district, some changes in personnel, and a change in my interests dictated that I become basically involved in personnel matters during the second semester.

In August 1978, USD 457 adopted a Lau Plan designed to assure the Office of Civil Rights that the district would overcome educational deficiencies and racial isolation of language-minority children. The plan specified that the teaching staff include a sufficient number of teachers who could instruct students in their native language whether that was English or Spanish.

The assistant superintendent supervised the negotiations, working with certificated staff, using "meet and confer" sessions with classified staff and supervising budget analysis and other routine activities. I prepared data to help in negotiations decisions.

After several conferences involving central office administrators, I was assigned the duties of planning recruitment efforts, supervising campus visits, and other recruitment activities that included the evaluation of recruitment efforts. I received the valuable assistance of the associate administrator and the superintendent at each step as we worked to fulfill the intent of the Lau Plan for our district. Evaluation of the recruitment efforts was not completed when it was time for me to leave, but by then the district had reached almost 60 percent of the goal.

Two personnel changes affected my internship. At the end of the

1977-78 school year, the assistant superintendent resigned. While his replacement agreed to be my associate administrator, we experienced some initial difficulties. My experience in the district helped him as he became oriented to district staff concerns and the basic functions of the personnel office.

Then, just as the 1978-79 school year began, the highly experienced executive secretary in personnel resigned. Office procedures bogged down and troublesome delays interrupted the usual smooth flow of work. Her absence was felt to varying degrees the entire school year. A compounding problem occurred when we moved into a new administration building.

Another factor that affected my internship was my changing interests. As I worked more and more in the personnel area, I decided that should be my area of specialization, since it gave me a strong sense of professional and personal satisfaction. Therefore, while I devoted time and attention to each of the nine areas outlined in the original internship plan, I began to concentrate on staff relations and personnel.

For example, the time I spent in financial and business operations was concerned with implementing efforts for **Personnel**, a major data processing program dealing with salary and other personnel information. Also, the time I spent with transportation, food services, and maintenance and grounds was related to personnel as I assisted the area managers in improvement of hiring, compensation, training, and evaluation of their division employees. I also assisted the managers in writing or revising job descriptions for themselves and for their key personnel.

Another factor influenced the goals of the original internship plan. For a variety of reasons, I was not always able to complete a project to my satisfaction or had to shift gears in the middle of an interesting project. This proved frustrating. However, one of the goals of my internship was to develop flexibility, a capacity to quickly grasp situations, make decisions and follow through, so I profited from these experiences. Even though short-range goals were often revised, dropped or replaced, generally the long-range goals were reached. I was fortunate in that my support team and my work associates were flexible and communicated easily and quickly, influencing the direction and timing of many of the changes. As crises arose, the central office team was able to revise plans and shift priorities.

Internship Activities

Surely one of the greatest benefits of an internship is learning to function on a team with other administrators in attending to the daily activities needed to keep an entire school district functioning, however tedious, repetitious or uninteresting the activities might be. While attending conferences, making financial decisions and enacting needed programs were rewarding, knowing that I was helping to provide an

education for thousands of children was most rewarding. I learned just how much has to occur behind the scenes to keep a school system functioning well.

Many of my activities involved planning sessions and ongoing activities with administrators. Of particular value were the formal and informal conferences among school administrative staff concerning ongoing and upcoming problems. I was especially interested in the long-range planning sessions concerning recruitment of teaching staff, and I carried out responsibilities throughout the entire hiring process, from publicizing a position through screening applications, interviewing and evaluating candidates, recommending prospects to the Board and preparation of the contract terms and signing of the new staff members.

I was also interested in Saturday workshops and work sessions with other administrative staff and with outside consultants. Primarily, we focused on discussing how to provide equal educational opportunities for minority children. I also benefited from consulting with a faculty member from the University of Kansas on the writing of job descriptions and position analyses.

I participated in the weekly meetings of the central office staff and building administrators and in the bi-monthly Board of Education meetings and found them to benefit my study of district administration. Topics of discussion varied—some items came up time and time again while others were dealt with quickly. Sample topics were attendance policies for students, the upcoming Board elections, hiring needs, educational needs of language-minority children, teacher negotiations, lawsuits against the district and board policy revisions of many types. They all called for administrative research and recommendations, plans, and evaluation of current efforts, and I shared in the necessary research and presentations throughout my internship year.

Two areas of individual responsibility, both successful endeavors, were highlights of my year: the data processing **Personnel** program and the implementation of parking spaces at each of the school buildings to serve the handicapped.

When the assistant superintendent resigned, I assumed major responsibility for **Personnel,** the data processing program that helped facilitate salary and personnel information. I was given permission to supervise the necessary trial run to conduct limited parallel use of the system. Within two months I had corrected the programming problems, and the parallel run was in progress. In addition, new capabilities were designed and implemented so that the salary information could be used in projecting salary increases during negotiations sessions. The full potential of the program was never reached, but I was able to determine that the system worked and could be quite useful in personnel administration.

In order to secure city-designated parking for the handicapped at each school building, I studied local and state statutes, learned how to assess

parking needs according to architectural and landscape requirements and learned how to work with City Hall. The resulting parking plan, which conforms to Kansas law and ANSI recommendations, should be fully implemented before the 1979-80 school year.

Staff Recruitment—A Valuable Internship Activity

Early in February the administrative staff began to confer in order to determine how best to go about the recruitment necessary to implement the Lau Plan. Changes in recruiting practices were clearly needed. District recruiters had not visited campuses the previous year; and, in fact, recruitment seemed to have depended solely upon prospective teachers responding to placement office notices. As a result, the pool of minority applicants was small.

A more comprehensive plan was needed for another reason. During the spring of 1978, the district had adopted an Equal Employment Opportunity/Affirmative Action Plan which emphasized the need to employ a higher percentage of minority teachers to meet the district's needs. The EEO/AA plan also documented the advisability of employing more women in administration and men in elementary teaching positions.

A request was made to members of the community to help the system identify available minority candidates and under-utilized staff. While conferring with several community leaders, we found that they were reluctant to participate because some of them felt that minority applicants had not received fair consideration in the past and that only lip service was being paid to improving hiring practices.

Consequently, central office staff considered direct contacts with community Hispanic leaders a priority. As a result of this effort, we began to receive their support. Names and addresses of possible candidates began to trickle in, and we began three months of frequent telephone and mail contacts with placement officials, prospective teachers, and references.

I proposed a plan to recruit Spanish speaking teachers on college campuses, and it was accepted, with slight modification, and put into action. The director of the Lau Plan had received grant money for the recruitment of teachers to meet Lau needs, and an agreement was reached that the money would be combined with district funds to conduct campus recruitment trips in Texas, California, New Mexico, Nebraska, Colorado, Oklahoma, and Kansas.

I made most of the contacts with placement offices and set up travel arrangements. As it turned out, we had to cancel visits to all the California campuses and most of the Texas campuses because we were unable to generate interest among prospective teachers there, and our travel schedule coincided with spring break on a number of campuses. Twenty campuses in six states were visited by various district personnel, and candidates from almost all twenty were invited for in-district interviews.

Several of the candidates were offered contracts.

In addition to campus visits, we also contacted directors of bilingual programs, made direct contact with prospective teachers and established a more personalized in-district interview. Recruitment material packets were completed, and more than a thousand were distributed to students on campus, to candidates who contacted us, to the directors of ninety-three bilingual programs and at several regional and national meetings where prospective teachers might be contacted by district personnel.

Residents of the community submitted the names of possible candidates, and each one received a personal visit or telephone call. Usually the calls were made at night if we were trying to contact students who were in class or worked during the day. Placement directors in three states submitted lists of possible candidates for our use, and each was contacted personally. Using these procedures, we hired several minority staff persons by the end of May, and when I left there were indications that several more would be hired.

A summary of what our district learned about recruiting minority staff include some important facts and ideas:

- Minority applicants often do not make use of university placement services but are more likely to look on their own for positions. Placing ads in student newspapers before a recruiter visits campus is advisable. Campus visits should be limited to one's own state and the contiguous states. Prospects in other states should be contacted through other means, such as through listings published by bilingual programs.
- Recruitment teams should be composed of one to three people who are willing to travel extensively, work hard, and actively seek to meet the identified needs of the district.
- Prior to visiting a campus, make several contacts by letter and by phone with the placement director. Also, have a planned conference on campus with this individual.
- Involve minority staff in **all** recruitment efforts, especially with non-minority candidates, so that prospective staff recognize the district's dedication to affording educational equity for all students.
- Adhere strictly to existing EEO/AA policy: no prospective candidate can be dismissed from consideration for any discriminatory reason.
- Utilize community leaders to identify prospective minority teachers willing to move to your school district.
- Be sure to have a generous telephone and travel budget.

Problems and Coping Strategies

Most problems I encountered were related to the newness both of my position and of my supervisor in the district. They included conflicting perceptions of what an internship should be, unclear goals, and the usual ambiguities found in new working relationships.

One liability of newness was that it took a while for me to gain the full trust not only of my supervisor but also of the central office staff. Because of my recent affiliation with the teachers' association, I was sometimes left out of on-going situations. The district was faced with court action involving teacher negotiations and was eventually forced to reopen the previous year's negotiations. My strategy for coping with this situation was to make myself available to assist in non-political projects in order to free other central office administrators for negotiations work.

As the school year progressed, my associated administrator and I agreed on the nature of my intern experience. Our perceptions and goals began to merge in discussions concerning what experiences an intern needed. The entire support team saw the need for flexibility and my need to more fully develop the capacity to quickly grasp situations, make decisions, and follow them through to a conclusion. Consequently, we tried to design my experiences to meet these goals.

Personal and Professional Changes in My Life During My Internship

Much of the popular press about women in management centers on the conflicts of changing social and professional relationships. I can attest to the truth of this reported conflict. My internship year was a rather lonely time for me. My teacher friends felt awkward with my changed status and often excluded me from their plans. The strain of reopened teacher negotiations and my ambiguous position as "some sort of central office administrator" and "one of them" was the problem.

It took a long time to develop social relationships with the administrative staff. The central office staff did not appear to interact socially, and I had very little time after working sixty to seventy hours a week to develop new social relationships away from the world of work.

Use of what time I had was a problem. I devoted two summer school sessions as well as the school year to the internship position and had no guarantee that there would be an administrative position for me with the district when I finished. I had to be ready to move to another school district and, therefore, worked throughout the school year to increase the salability of my home and establish my professional credentials with various placement agencies. By the time it became clear that no position would be available in USD 457, I was able to put my home on the market and schedule interviews in other school systems. But throughout the year, time management was a problem—too much needed doing in too little time.

Changes in my professional life were also complicated and time demanding. I moved from a well-articulated position as a junior high counselor and district coordinator of guidance to a vaguely defined job viewed as a temporary position with expectations, demands, and responsibilities that could only be defined with time. As it worked out, I moved from the limited interests, program supervision, and facilitation of student decision-making as a counselor to the supervision of staff, district decision-making, and shared responsibilities for improvement of services.

Because I established my own areas of personal expertise in data processing and reorganized information systems, project follow-up became a problem for the district when it was time for me to leave. I had to request that other administrators do the follow-up, and some of it was never finalized.

Recommendations for Future Internships

- The administrative internship needs to be a paid position, as mine was, so that the intern can participate fully in administrative activities during the school day and during free time.
- It is important that the intern have time built into her work schedule to foster contact with other interns, keep systematic records of progress and analysis, and to complete necessary classwork leading to certification.
- Independently directed projects must be balanced with group decision-making and with handling daily routine matters. While my individual projects were of much personal interest and value, the district profited from the activities I did with other district administrators.
- I strongly recommend that a district set up an internship program only if there is top-level administrative, as well as district-wide, support for the idea. The intern will need an associated administrator who has strong interest in the internship. That administrator must create a structured support team to meet with the intern periodically to review progress and to set goals. Also, formal evaluation at the end of the internship should involve the intern.

These were the planning, problems, changes, beneficial activities, and recommendations involved in one ICES internship. My special thanks to the district administrators of USD 457 and the ICES directors and coordinator for their assistance and support during the term of my internship.

ICES

Understanding Effects

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Preliminary Criteria for Evaluating Administrative Internships

Yvonna S. Lincoln

There are some good descriptive reports of administrative internships (Astin, 1966; Cox, 1966; Sorrells, 1972). However, few research reports identify the types of internships (Lincoln, 1977), and few examine the expected or measured outcomes of successful administrative placement and experiences (Greenleaf and Shaffer, 1976; Andre and Edwards, 1978). In addition, there are few criteria for evaluating internship experiences.

The literature on the evaluation of internships particularly is limited. The research reports and articles that deal with assessment of the experience have focused almost entirely on training women for administration (Stringer, 1977; Gordon and Ball, 1977; Andre and Edwards, 1978), since programs to make up for women's lack of formal and informal training have been popular since the early days of affirmative action. The follow-up studies which have been done concentrate on actual and perceived effects on advancement and personal growth. Almost all internship and training benefits have gone to women who are "in place in academic institutions" (Andre and Edwards, 1978) or educational systems and who possess (in the case of post-secondary institutions) sound academic credentials.

At best, the reviews are mixed. Not all women report administrative advancement. Some, in fact, report hostile reactions, even when training was completed on the intern's own time and money. However, other interns report increased self-confidence, assertiveness, access to professional networks, and heightened visibility in their own positions as results of their internships (Andre and Edwards, 1978).

The opportunity to assess retrospectively the experience in terms of the outcome is only one part of the evaluation process. It is, to be sure, one of the most important, since training for administrative posts should lead to the attainment of such posts. But attainment of administrative positions is only one outcome, as Andre and Edwards point out (1978).

Evaluation also can identify and explain the unintended and unanticipated effects of internships. Finally, evaluations can be used to change internships while they are in process.

There are also experiences during the period of training or internship which could be modified, altered or otherwise redirected to make the training situation itself more responsive to the needs of the intern.

Earlier work by this author (1977) postulated three different models of intern experience and suggested that these experiences may have both highly structured and more loosely structured aspects. Further, the "orientation of the internship is, or should be, highly correlated with the intern's own professional goals and prior administrative experience" (Lincoln, 1977). The three types of internship experiences are:

Person-centered, or role model, orientation. In this particular kind of internship, the intern is usually placed with an acknowledged, exemplary administrative leader in his or her field. The leader may be outstanding because he or she has a philosophy or style of administration which has proved workable to a high degree, because he or she is able to maintain high staff morale or *esprit de corps,* because he or she is able to lead staff effectively and openly, or for any of a number of other reasons is considered a successful role model.

Mission, office, or institution-centered orientation. This type of internship involves placement in a setting which may be thought of as a subset or specialization within the area of higher education or educational administration; e.g., student personnel administration, administration of continuing education, development, fund-raising or foundation activities, scholarships and financial aids administration, grants and contracts administration or alumni affairs. Each of the foregoing areas requires extensive training in order to grasp the complexities of such operations, and each of the areas may be a separate and intensive realm of study. If placement advertisements are to be believed, educational institutions are increasingly looking for candidates who have had intensive experience in these and other exemplary specializations within administration.

Function or process-centered orientation. This type of internship generally focuses on a single aspect of administration, such as the budget-construction process, or long-range planning, and provides the intern with an in-depth experience in that area. In some sense, the function or process itself becomes the object of study. One aspect of this type of internship is that it enables the intern to relate, on a rotating basis, to several different supervisors or administrators. For instance, he or she might well begin such an internship in a higher education commission, hearing requests from state institutions,

move to the state legislature and work with a finance or ways and means committee, move back to a single institution to continue study with a chief budget officer and conclude his or her experience with actual budget construction at the college or departmental level (Lincoln, 1977).

It may be inferred that the intern's previous administrative experience will determine the type of internship most needed or desired. There are a number of cautions embedded in this particular conceptualization, including: 1) the intrinsic overlap in the model; 2) the implication that the intern will be active in assessing his or her own previous experience, strengths, weaknesses and contributing that knowledge to the planning and negotiation of the training; 3) the age, sex, level of prior administrative experience, career orientation and expectations, and lateral and vertical mobility in the field; 4) and the candidate's "openness about career options available" (Lincoln, 1977). The degree to which the internship needs to be highly structured or less structured depends in part on the intern or trainee's familiarity with the functions of the person or office to which she is assigned. There are six possible training options, which can be presented on a 3 x 2 table of orientation vs. on-the-job responsibilities (Lincoln, 1977).

Figure 1.

Orientation	Responsibilities	
	Structured	Unstructured
Person-centered or role model		
Mission, office or institution centered		
Function or process-centered		

As Figure 1 shows, an intern might choose a mission, office, or institution-centered internship experience (training for a middle-school principalship, for example), responsibilities either relatively structured or unstructured (or *ad hoc*). Another intern might choose to have a function or process-centered internship in the district-level affirmative action office, with duties either highly structured (with projects and tasks laid out beforehand) or unstructured (to be assigned as work or specific problems came to the attention of the office).

Evaluating the Internship

Although the internship literature provides a model and evidence of evaluations conducted, something it fails to specify is formal criteria for judging such internships. Questions which might be used to assess such experiences both during (formative) and after (summative) the training

period have not been clearly delineated. The object of this section will be to draw up an initial set of questions by which the intern can assess, appraise, perhaps negotiate modifications for, and ultimately place value on the apprenticeship. The value of the questions proposed is that they can be used as evaluative yard sticks at each step of the internship—some immediately upon placement in the internship, during the period of the formal administrative grooming, and after the actual on-site training. Further, as the intern assumes administrative duties of his or her own, the realities of the new position will cause other questions to arise which address the worth or merit of the earlier involvement in management. Thus the questions which follow can only be considered a partial list to which an endless variety of other reasonable, appropriate, and situation-specific probes may be added. While each type of internship is considered separately, the reader is cautioned that there may be overlap between the types.

A. Person-centered, role model of "power-shadowing" internship:

Structured Aspects

1. Was a plan for the intern's activities specified prior to the actual training period?
2. Does there exist a set of regular activities and meetings which the intern attends? To what extent does the intern accompany the mentor into a variety of situations?
3. What kinds of meetings does the intern attend most regularly?
4. Has the intern had opportunity to observe office management and delegation of work to support staff, especially during peak periods?
5. To what extent has time been set aside for systematic periodic review of the intern's on-the-job experiences with the mentor? Is ample opportunity built into the schedule to allow the intern to reflect, with the mentor, on implications of the interactions during scheduled meetings?

Unstructured Aspects

1. Does the mentor invite the intern to accompany him or her to meetings or events which were not on the prearranged schedule? Often? Rarely?
2. Has the intern been involved—at least as an observer—with crisis management when unexpected but serious problems arise in the office?
3. Has the intern been invited to submit possible solutions or alternatives to crises which may arise?

B. Mission, office or institution-centered internship:

Structured Aspects

1. Has the intern had the opportunity to observe the mission from start to finish? For example, if the intern wishes to develop special competencies in personnel administration, has he or she had the chance to: a) write a job description; b) review applications and dossiers; c) observe or participate in the screening process; d) check certification requirements; e) participate in the matching process between schools and personnel; or, f) notify candidates of acceptance or rejection? If the intern's specialty, on the other hand, is affirmative action, has he or she had a chance to study the district plan, collect racial, ethnic, sex and religious data, or participate in the collection and analysis of demographic characteristics of the community the district serves?
2. Does the intern have, or has he or she developed for self-use, a step-by-step plan or organization chart of the particular office to which he or she aspires?
3. Does he or she understand the roles and functions of the persons who do the job(s) to which he or she aspires?
4. Has the intern either sought out or been provided with copies of state and federal laws and statutes which pertain to the areas of interest? Does the intern have access to union-district contracts which specify conditions of employment? Has the intern been encouraged to review bargaining law and keep abreast of district affairs? Does the intern regularly attend board meetings?
5. Does he or she understand procedures which are in compliance with due process for grievances and terminations?

Unstructured Aspects

1. When unique, exceptional or relatively rare events (e.g., grievance or due process hearings) arise, has the intern been involved, at least as an observer?

C. Function or process-centered internship:

Structured Aspects

1. Has the intern been given the opportunity to observe and participate in the function or process either from the top down or from the bottom up? (One example of this might be participation/observation in the budget-building process from the departmental level to the building-wide level, then to the district-wide level.)

2. Has the intern had a chance to familiarize himself or herself with basic accounting, record keeping or maintenance activities normally associated with the function?
3. Does he or she understand basic state or federal law as it applies to the regulation of the process (e.g., budget submission, property assessment and valuation requirements, mandated documents, and record keeping procedures, etc.)?
4. Does the intern meet regularly with groups whose responsibility revolves about the process (e.g., department curriculum groups, district-wide high school curriculum coordinators, and the like)?
5. Does the intern seem to grasp the hierarchical steps in learning and approving various stages of the function or process? Does he or she understand the levels of responsibility associated with each step of the clearance process?

Unstructured Aspects

1. When the opportunity arises for unforeseen involvement with outside groups, has the intern been involved (for instance, when there is an opportunity to acquire federal funding for an innovative program, has the intern been involved in preparing the proposal, in designing the curricula, in working with advisory groups)?
2. To what extent has the intern been encouraged to seek outside experiences, e.g., proposal writing, attending professional meetings, workshops, staff development activities and the like? Has time away from regular duties been adequately planned for so that such participation is expected and encouraged? To what extent does the intern's supervisor feel that such activities are worthwhile?

Suggestions for Further Inquiry

The foregoing structured and unstructured criteria are not exhaustive. Rather, they are intended as preliminary and general probes to help both intern and evaluator assess the experience and agree on some overall judgment of what the experience meant to the intern, what he or she felt was learned, and what gaps in knowledge, experience, and practice still exist. The process of questioning is deliberately open ended in order to allow the intern to formulate the experience in terms which have meaning to him or her and to begin to make explicit in his or her own words what is known, what is not known and where the intern has not yet made tenuous connections.

There are other, more general questions, however, above and beyond these which address themselves to specific types of internships. These questions relate to two important dimensions of the internship which are far broader than internship classification. They may be conveniently

thought of as **internal** and **external** aspects of the internship. **Internal** aspects relate to changes the intern underwent in terms of values acquisition, acculturation, socialization, self-actualization, self-confidence and problem-solving ability, to name a few. Many of these changes may be and should be measured, however, indirectly. Also, the intern's own interpretation of the changes he or she has undergone should be considered.

External aspects of the experience may be thought of as political consciousness raising. To the extent that schools or institutions of higher education are instruments of social change and have constituencies, they are political settings. Increased understanding of the highly political nature of schools—of funding difficulties, curricular and other forms of decision-making which must go on—is essential to the would-be administrator. Questions directed at uncovering an awareness of the extent to which various groups influence what is done in the schools—and how—is an essential part of the evaluative process for intern and evaluator alike. Exposure to the administrative milieu ought logically to contribute to an enlarged vision of the sensitive and delicate balance between the schools and the communities they serve.

Both the internal and external aspects of growth in administrative competency need exploration. In addition, they need exploration in some time frame which is not merely retrospective. That is, evaluation ought to take place somewhere in the early stages of the internship, toward the midpoint of the formal experience, and after it is ended and the intern is placed (or not placed) in an administrative position. Evaluation in stages accomplishes two objectives: it permits periodic assessment of where the intern stands with respect to personal and professional growth, and it provides impetus for and encouragement to redirect, refocus, examine, alter thrusts, change tactics and perhaps recommend interventions and strategies for experiences which are not optimal. In both senses, periodic evaluation is formative evaluation at its best. In causing the intern to reflect on his or her experiences, it can provoke modifications and alterations in the internship which are not foreseen but which are fortuitous. It can alert directors of internships to situations which may need mediation or negotiation, and it can be suggestive of additional training and encounters that appear to have value.

Retrospective evaluation is important. It obviously occurs at a time when interns have had a chance to mull their experiences and to summarize in some reflective and thoughtful fashion. Nevertheless, internships have not been generally evaluated in any progressive or longitudinal fashion. As the internship becomes increasingly important in providing missed experiences to women and minorities—and thereby becomes crucial to the affirmative action enterprise—careful monitoring and systematic evaluation are demanded, not only because the literature is meager with respect to actual training experience and evaluation, but because each apprenticeship is pivotal and must be kept on track.

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Socialization and the Administrative Intern

Thomas L. Thomas

Socialization is the process by which individuals selectively acquire the values and attitudes, interests and dispositions, skills and knowledge current in the group of which they are members (Merton, 1968). This process is a continuous activity that encompasses both the personal and professional lives of the individual. Whether the socialization is successful or not hinges on the individual's and organization's conception of the process. It is, in other words, the process by which novice members become role incumbents (Cistone, 1977).

Thus, throughout an individual's working pattern (career related or not), the novice seeks guidance from those who are of the organization. New employees must be introduced and acclimated properly if they are to fit with the established functioning of existing work units and if they are to develop into productive members of an organization (Terborg, 1977). The typical organization is primarily concerned with the ability or competence of newcomers to perform satisfactorily, while the new member is concerned with satisfying personal needs through membership in that organization (Wanous, 1977). Thus, the success of this socialization process is determined largely on the basis of whatever mutual regard is developed between the organization and the newcomer (VanMaanen, 1978).

This paper applies the literature on the socialization in organizations to the experiences of interns in a program such as Project ICES. The purpose of this program was to increase women's participation in the state's public school administration, to develop training programs and experiences which will prepare participants to become clearly competent administrators, and to promote the employment of the participants upon the completion of the training (Bailey, 1979).

The processes of learning to become an administrator are, at best, haphazard. Typically, aspiring administrators begin to take the coursework required for certification while teaching. After several semesters of part-time study, the aspirant has met the formal criteria. However, while teaching, future administrators have many opportunities for informal

learning and demonstration of administrative skills. Prospective administrators have unconsciously observed principals throughout their own schooling, first as students and later as teachers; and they develop expectations (or an informal criterion) about how principals should behave. A teacher also has many chances to acquire the administrative skills needed to work with adults and a broad variety of students. Coaching, committee work, running concessions and club sponsorships, for example, involve the teacher in quasi-administrative tasks. Whether or not the aspirant takes advantage of such opportunities is determined by the aspirant and, in some instances, by the aspirant's sponsor in the organization. The quality and extent of such on-the-job training varies.

The internship is an attempt to systematize the on-the-job elements of the administrator's training and to involve university faculty and school administrators in the experiences. The specifics of the experiences of the ICES interns have been described elsewhere in this monograph. This paper applies Feldman's (1976) model of socialization, which contains four stages: (1) anticipatory socialization, (2) encounter and accommodation, (3) role management and (4) outcomes.

Anticipatory socialization encompasses all the learning that occurs before the recruit enters the organization (Feldman, 1976). As mentioned, the potential administrator who enters an internship has already formed a set of expectations about the role. The information known by the intern is very important, because all the theories of an organizational choice rely on the expectations of the individual (Wanous, 1977). If employment decisions made at this stage are based on misconceptions, then the intern or individual and organizational members may encounter difficulty achieving effective socialization (Feldman, 1976; Wanous, 1977; Terborg, 1977).

The organization also plays an important part in this first step:

> All organizations made some effort to insure the inclusion of only the "right types." Nepotism, psychometric tests, prerequisites, stress interviews, and background checks all are used in the organizational selection of the right types. Indeed, the ability of the individual to present the appropriate face during the selection process determines his ability to move into the organization in the first place. Thus, success depends on the degree to which the aspiring member has correctly anticipated the expectations and desires of those in the organization in charge of selection. Normally, the information exchanged by the individual and the organization is systematically biased. Each attempts to present itself in the most glamorous light, sharpening the positive and dulling the negative. And, in general, this tendency consistently produces mild to deep shock on both sides when the individual finally begins to work within the organization (Hackman and Suttle, 1977).

Thus, the first stage of the model, anticipatory socialization—or the

"getting in" stage—contains both informal and formal introductory processes to determine the individual's and the organization's suitability to each other.

The second stage is the encounter and accommodation (or "breaking in") level where the intern observes the organization and attempts to become a member of its function (Feldman, 1977). Feldman divides this stage into four activities:

> (1) Employers establish new relationships with co-workers and supervisors, both as they perform their jobs and as they relax with others during breaks and lunches.
>
> (2) Employees learn new tasks that are needed to do their jobs; this involves not only learning new skills, but also becoming acquainted with the day-to-day routine of the organization.
>
> (3) New employees clarify their roles in the organization.
>
> (4) Employees not only evaluate their progress within the organization, but also try to come to some agreement with others in the work group about the overall quality of their work and about specific areas of strength and weakness in job performance.

Throughout this stage the intern is adapting to the work environment and to a specific administrative position. Basically, the intern will be defining her role in the organization.

The third stage is role management or the "settling in," which is the reolution of outside life conflcts and resolution of conflicting demands (Feldman, 1976). The non-job-related sources may make demands that conflict with job-related sources (Terborg, 1977). In effect, the managing of time, with interest in both career and personal tasks, must be balanced. The outcomes of such a conflict can cause a breakdown in the socialization process. Such a balancing act may indeed, in the long run, determine the person's adjustment to both familial and job-related pressures.

Feldman (1976) describes the last stage as outcomes: general satisfaction, mutual influence, internal work motivation, and job involvement. The first three stages and their proper execution should result in the above outcomes. The author of this theory-model also contends there is a difference between successful and complete socialization:

> A socialization experience can be judged successful at any point in the process. Progress is judged to be successful at any point in time if individuals can proceed in becoming more proficient in the activities or resolving the conflicts of the stage they are in. A complete socialization . . . occurs only when a person has proceeded through all three stages of the process and has concluded favorably the activities at the role management stage (Feldman, 1976).

Feldman's socialization model has been widely accepted. The com-

ponents are described to provide the fluid movement of the participant. Of course, the amount of socialization that is required by the organization depends upon the differences between the organizational behavior the participants have learned elsewhere and the intern's experience with the organization (Etzioni, 1961). If the gap between the two is not resolved, the employee/intern development becomes limited. The consequences are predictable: dysfunctional behavior, low morale, lack of skill use, lowered self-image, and eventual termination (Terborg, 1977).

The Project ICES interns are currently administrators working in their respective districts in various administrative positions. Whether the interns are central-office administrators or building-level supervisors, they have had to adjust to their new assignments and responsibilities and adapt their professional careers to their personal lifestyles. It would be premature to conclude that any of the new appointees have experienced a completed socialization process; yet they themselves, as well as outside evaluators, should be able to discern whether their socialization is successful.

Obviously, this review of the process is merely a synopsis. The day-to-day patterns of these activities have not been recorded by the new administrators, and that input alone, although massive, would provide better insight into the socialization process. Of supreme importance, then, is that the interns as neophytes have been successfully indoctrinated to their respective organizations. The formal and informal coupling of the intern's learning should maximize both the organization's and the intern's adaptation to each other. As stated previously, the goal of Project ICES was to increase the participation of women in the administrative sector. This procedure occurs through the successful progression of the intern through the socialization process.

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